**Why not use punishment?**

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| **1.** | **PUNISHMENT OFTEN FAILS TO STOP, AND CAN EVEN INCREASE THE OCCURRENCE OF, THE UNDESIRED RESPONSE.  Since attention is one of the most potent rewards available, and since it is difficult to punish without paying attention to the offender, punishing may serve more as a reward than as a punishment.** |
| **2.** | **PUNISHMENT AROUSES STRONG EMOTIONAL RESPONSES THAT MAY GENERALIZE.  Once the strong emotional responses are aroused the degree and direction of generalization is largely uncontrollable.  The result may be excessive anxiety, apprehension, guilt, and self-punishment.** |
| **3.** | **USING PUNISHMENT MODELS AGGRESSION.  The person being punished may learn to use aggressive behavior.** |
| **4.** | **INTERNAL CONTROL OF BEHAVIOR IS NOT LEARNED.  The offender may learn to inhibit the punished response during surveillance, but once surveillance ends there is no internal control mechanism to continue inhibiting the behavior.** |
| **5.** | **PUNISHMENT CAN LEAD TO RESENTMENT.  Using punishment will usually alter the relationship between the people involved. This can interfere with the positive relationship desired for effective teaching or parenting.** |
| **6.** | **PAIN IS STRONGLY ASSOCIATED WITH AGGRESSION.  The pain of punishment often leads to a display of aggression against either the source of the pain or, in some cases, an innocent scapegoat.** |
| **7.** | **PUNISHMENT WORKS BEST WHEN IT OCCURS EVERY TIME.  While reward works best when given on an intermittent basis, punishment works best when used on a continuous basis.  The degree of vigilance required to constantly monitor behavior so that every occurrence of the undesired behavior can be punished is rarely possible.  The undesired behavior is, therefore, intermittently reinforced when it is not punished, and the behavior continues.** |